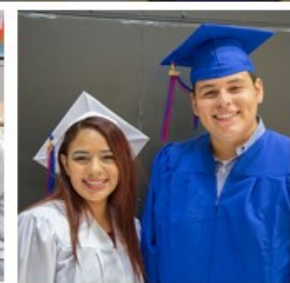




Johnnycake Elementary School Capacity Relief Study - Meeting 2

January 23, 2019 - Woodlawn High School Cafeteria



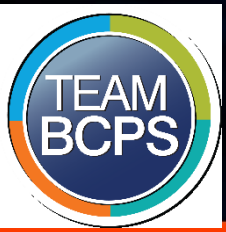


Agenda



- 7:30 - 7:50 Review of DRAFT baseline options and follow-up to questions regarding project
- 7:50 – 8:20 Small group exercise to review DRAFT Options
- 8:20 – 8:40 Discussion of small group findings
- 8:40 – 8:45 Discuss Next Steps and Adjourn

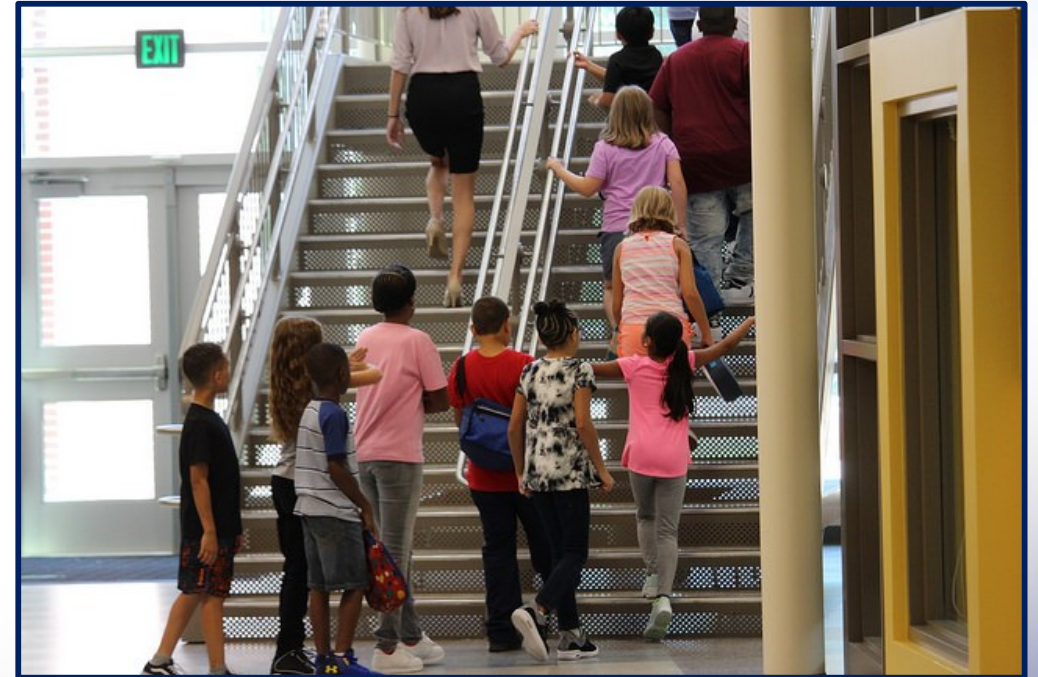




Boundary Study Objective

The community-based, comprehensive boundary study is tasked with meeting the following key objectives:

- Provide capacity relief to Johnnycake Elementary School.
- Create viable and successful boundaries to effectively utilize capacity.
- Support diversity among schools that reflects the community and the school system.





Boundary Study Considerations: Rule 1280

- Maintaining the continuity of neighborhoods.
- Maintaining or increasing the diversity among schools to reflect the diversity of the region and the school system.
- The impact of transportation and pedestrian patterns on students.
- Minimizing the number of times any individual students are reassigned.
- Efficient use of capacity in affected schools.





Boundary Study Considerations: Rule 1280, continued

- Long-term enrollment and capacity trends and future capital plans.
- Location of feeder school boundaries and continuity of feeder patterns.
- Phasing in boundary changes by grade level for high schools.
- Additional Considerations:
 - Use of geographic features, such as railroads, creeks, and major highways





Follow-up: Requests & Questions, State Rated Capacity

From Meeting 1- Questions:

What is State Rated Capacity (SRC) and how is it determined?

- Defined by Maryland State Department of Education.
 - Calculated based on the number of teaching stations (classrooms) in the school and how they are used.
 - Applies to the permanent building only, does not include relocatable units.
 - There are room size and use standards for what may or may not count towards the State Rated Capacity (SRC).
- * See handout in Background Section of materials



Follow-up: Requests & Questions, Headcount and FTE Enrollment

From Meeting 1- Questions:

What is the difference between Headcount and Full-time equivalent(FTE) enrollment ?

- FTE enrollment is an adjustment made to elementary school's total headcount enrollment for the purpose of calculating a schools official utilization.
- FTE factors 100% of students in Kindergarten to 5th grade, and 50% of students in prekindergarten and preschool because they are half-day programs. For example, one classroom is used for 40 prekindergarten students, 20 in each AM and PM sessions.

* See handout in Background Section of materials

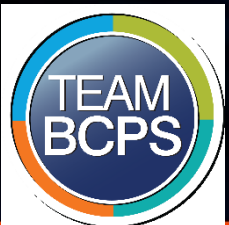


Follow-up: Requests & Questions, Program Movement and SRC

Program Moves and State-Rated Capacity (SRC) Adjustments:

Some special education programs at Johnnycake ES will relocate in coordination with this capacity relief study.

- This movement will reduce enrollment and provide additional space and capacity at the school.
 - The calculations for all options includes 35 fewer students at Johnnycake ES to reflect program movement.
 - The calculations for all options includes an SRC increase from 559 to 588 reflecting conversion of special education classrooms to standard elementary classrooms.



Follow-up: Requests & Questions, Program Movement Tables

Before Program Moves:

		September 30, 2018 Enrollment			
School	State Rated Capacity	Total Headcount	FTE	O/U SRC	% Utilization
Edmondson Heights ES	589	540	508	-81	86.2%
Johnnycake ES	559	717	686	127	122.7%
Total	1,148	1,257	1,194	46	104.0%

Post Program Moves:

		September 30, 2018 Enrollment					
School	New SRC	Total Headcount	FTE	Program Moves	New Enrollment	O/U SRC	% Utilization
Edmondson Heights ES	589	540	508		508	-81	86.2%
Johnnycake ES	588	717	686	-35	651	63	110.7%
Total	1,177	1,257	1,194		1,159	-18	98.5%

Percent Utilization Shading Key:

0-60%

60%-80%

80%-100%

100%-115%

115%-130%

130%-150%

>150%



Follow-up: Requests & Questions, Residential Development

From Meeting 1- Questions:

What is the potential impact of unbuilt approved residential development on elementary school enrollment?

- There is no significant approved residential development within the Johnnycake or Edmondson Heights boundaries at this time.



Follow-up: Requests & Questions, Special Permission Transfer Request

From Meeting 1- Questions:

Under what conditions may students choose to stay in their school once a boundary goes into effect?

- Special permission transfer will be approved during the first year of a boundary change for students currently enrolled in Grades 4-5, 7-8, or 11-12 of the school affected by a change in attendance area, and students express their wish to remain in the school through their terminal grade.
- If a student who meets the criteria above has a sibling currently enrolled in the affected school, the sibling will be given the option of remaining in the affected school through his/her terminal grade.

* Details and forms can be found in Policy and Rule 5140



Follow-up: Requests & Questions, Target Utilization

From Meeting 1- Questions:

Is there a utilization target for schools?

- BCPS does not typically set utilization targets for boundary studies. However, the committee may consider the study area average as a target for schools. For this study the average utilization is 98.5%
- Additional factors to consider are enrollment projections/planned developments and future capital projects.



Planning Block Review Summary



Results of small group planning block review

During meeting 1, the committee reviewed plot maps of current boundaries and planning blocks.

- The committee spent the majority of their time orienting themselves with the map features, and discussed the challenges for the project.
- Planning blocks have not been modified since meeting 1, although there is still potential to make further edits as the committee begins to explore DRAFT options.





State Rated Capacity

Current and Future Study Area School Capacities

ES name	2017 State Rated Capacity (SRC)	Option Capacity
Edmondson Heights ES	589	589
Johnnycake ES	559	588
Total	1,148	1,177

The movement of some special education programs from Johnnycake Elementary School would reduce enrollment and provide additional capacity at the school. The Office of Special Education is estimating 35 fewer students will attend Johnnycake Elementary.

In addition, the State Rated Capacity will increase from 559 to 588 reflecting the conversion of special education classrooms to standard elementary classrooms.



Current School Utilization



Pre-Program Moves

ES name	Grade Config	2017 State Rated Capacity (SRC)	2018-19 (Sept 30th) Total Headcount PS/PK-5 Grade Enrollment	2018-19 (Sept 30th) FTE PS/PK-5 Grade Enrollment ¹	2018-19 (Sept 30th) FTE PS/PK-5 Enrollment Utilization		K-5 Live and Attend In	K-5 Live Out Attend In	2018-19 FTE PS/PK-5 Grade Enrollment Over/Under Capacity	2018-19 (Sept 30th) Total Headcount PS/PK Enrollment	2018-19 (Sept 30th) FTE PS/PK Enrollment ¹
					+ / -	%					
Edmondson Heights ES	Pre K-5	589	540	508	-81	86%	467	7	-81	66	34
Johnnycake ES	Pre K-5	559	717	686	127	123%	615	40	127	62	31
Total		1,148	1,257	1,194	46	104%	1,082	47	46	128	65

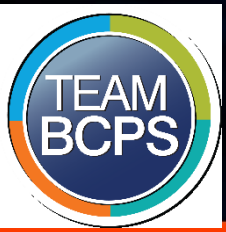
Post Program Moves

ES name	Grade Config	Option Capacity	2018-19 (Sept 30th) Total Headcount PS/PK-5 Grade Enrollment	2018-19 (Sept 30th) FTE PS/PK-5 Grade Enrollment ¹	Program Moves	2018-19 (Sept 30th) FTE PS/PK-5 Grade Enrollment ¹ After Program Moves	2018-19 (Sept 30th) FTE PS/PK-5 Enrollment Utilization After Program Moves	
							+ / -	%
Edmondson Heights ES	Pre K-5	589	540	508	N/A	508	-81	86%
Johnnycake ES	Pre K-5	588	717	686	-35	651	63	111%
Total		1,177	1,257	1,194		1,159	-18	98%

Counts based on September 30, 2018 Enrollment

¹ Full Time Equivalent (FTE) enrollment factors 100% of students in Grades kindergarten through 5, and 50% of students in prekindergarten and preschool because they are half-day programs and two sessions can use one classroom, one in the AM and the other in the PM.

² The estimated enrollment is calculated by adding the 2018-19 FTE PS/PK students to their 2018-19 school, plus the K-5th students that "Live Out and Attend In" a 2018-19 school, plus the total number of live in K-5th grade students within each new DRAFT option zone that "Live and Attend In" during the 2018-19 school year. 15 students are subtracted from the Featherbed Lane ES Estimated enrollment to account for program moves.

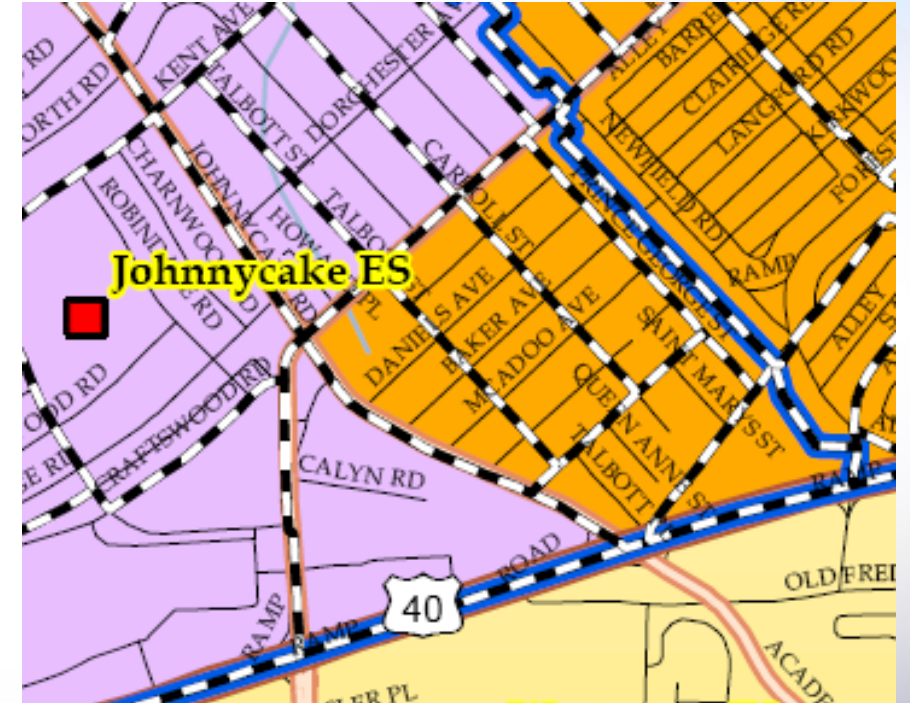


DRAFT Options

Remember that everything is considered DRAFT!

- All options are considered DRAFT.
- Options are subject to change.
- New options may be created.

Focus is not on picking the best solution yet, but to openly explore various options to present to the public for feedback.





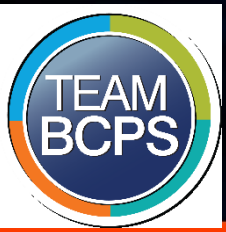
DRAFT Options, Maps



3 DRAFT options are presented to you this evening.

- Committee has 8.5x11 maps, as well as plot maps for review.
- Committee has an Options Report with data tables for analysis.
- Option maps available on the interactive Web map (Croppermap):
<https://www.croppermap.com/bcpsjohnnycake/>
- All materials will be posted to the Johnnycake Elementary School Capacity Relief Study Web page:
<http://www.bcps.org/construction/JohnnycakeES/>





Review of DRAFT Options, Analysis

When analyzing boundary options, it is best to look at the information in several ways:

Study the geography – e.g. the shape of the current and option boundary

- Look at where the lines shift away from the current vs. the option.
- Look at road networks and envision how school buses and parents would travel to school; locate natural features such as parks and waterway.

Study the tables

- Review the balance of enrollment; identify any imbalances that may exist.
- Question why there may be imbalances, and examine possible ways to provide better balance.



Review of DRAFT Options, Objectives and Alignment



Review the Study Objectives and Boundary Change Considerations

- How do DRAFT options support the boundary study objectives and considerations?
- Examine ways to improve alignment with boundary study objectives and considerations.





Examination of Options Tables, Enrollment



ES name	Grade Config	Option Capacity	2018-19 (Sept 30th) FTE PS/PK-5 Grade Enrollment ¹ After Program Moves	Option 1 Estimated Enrollment ²	Option 2 Estimated Enrollment ²	Option 3 Estimated Enrollment ²
Edmondson Heights ES	Pre K-5	589	508	587	564	567
Johnnycake ES	Pre K-5	588	651	572	595	592
Total		1,177	1,159	1,159	1,159	1,159

Counts based on September 30, 2018 Enrollment

¹ Full Time Equivalent (FTE) enrollment factors 100% of students in Grades kindergarten through 5, and 50% of students in prekindergarten and preschool because they are half-day programs and two sessions can use one classroom, one in the AM and the other in the PM.

² The estimated enrollment is calculated by adding the 2018-19 FTE PS/PK students to their 2018-19 school, plus the K-5th students that "Live Out and Attend In" a 2018-19 school, plus the total number of live in K-5th grade students within each new DRAFT option zone that "Live and Attend In" during the 2018-19 school year. 35 students are subtracted from the Johnnycake ES Estimated enrollment to account for program moves.





Examination of Options Tables, Utilization



ES name	Grade Config	Option Capacity	2018-19 (Sept 30th) FTE PS/PK-5 Enrollment Utilization After Program Moves		Option 1 Estimated Utilization		Option 2 Estimated Utilization		Option 3 Estimated Utilization	
			+ / -	%	+ / -	%	+ / -	%	+ / -	%
Edmondson Heights ES	Pre K-5	589	-81	86%	-2	100%	-25	96%	-22	96%
Johnnycake ES	Pre K-5	588	63	111%	-16	97%	7	101%	4	101%
Total		1,177	-18	98%	-18	98%	-18	98%	-18	98%

Counts based on September 30, 2018 Enrollment

¹ Full Time Equivalent (FTE) enrollment factors 100% of students in Grades kindergarten through 5, and 50% of students in prekindergarten and preschool because they are half-day programs and two sessions can use one classroom, one in the AM and the other in the PM.

² The estimated enrollment is calculated by adding the 2018-19 FTE PS/PK students to their 2018-19 school, plus the K-5th students that "Live Out and Attend In" a 2018-19 school, plus the total number of live in K-5th grade students within each new DRAFT option zone that "Live and Attend In" during the 2018-19 school year. 15 students are subtracted from the Featherbed Lane ES Estimated enrollment to account for program moves.





Examination of Options Tables, Student Demographics

ES name	Percent Minority			
	2018-19 Total PS/PK-5th	Option 1 ³	Option 2 ³	Option 3 ³
Edmondson Heights ES	94%	93%	93%	94%
Johnnycake ES	94%	95%	95%	94%
Total	94%	94%	94%	94%

Counts based on September 30, 2018 Enrollment

¹ Full Time Equivalent (FTE) enrollment factors 100% of students in Grades kindergarten through 5, and 50% of students in prekindergarten and preschool because they are half-day programs and two sessions can use one classroom, one in the AM and the other in the PM.

³ Minority counts are based on the total headcount and not the FTE.



Examination of Options Tables, Student Distribution

Student Impact Estimates	
Option	Total K-5 Live and Attend In Students Impacted
Option 1	79
Option 2	56
Option 3	59

2018-19 ES Boundary	ES Option 1 Boundary	Total K-5 Live and Attend In Students
Edmondson Heights ES	Edmondson Heights ES	467
Johnnycake ES	Edmondson Heights ES	79
Johnnycake ES	Johnnycake ES	536

2018-19 ES Boundary	ES Option 2 Boundary	Total K-5 Live and Attend In Students
Edmondson Heights ES	Edmondson Heights ES	467
Johnnycake ES	Edmondson Heights ES	56
Johnnycake ES	Johnnycake ES	559

2018-19 ES Boundary	ES Option 3 Boundary	Total K-5 Live and Attend In Students
Edmondson Heights ES	Edmondson Heights ES	467
Johnnycake ES	Edmondson Heights ES	59
Johnnycake ES	Johnnycake ES	556



Examination of Options Tables, Feeder Patterns



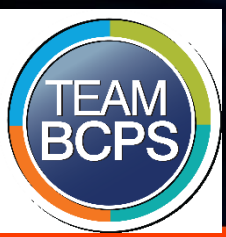
2018-19 ES Boundary	2018-19 MS Boundary	Total K-5 Live and Attend In	ES Attendance
Edmondson Heights ES	Southwest Academy	467	100%
Johnnycake ES	Southwest Academy	599	97%
Johnnycake ES	Woodlawn MS	16	3%

ES Option 1 Boundary	2018-19 MS Boundary	Total K-5 Live and Attend In	ES Attendance
Edmondson Heights ES	Southwest Academy	546	100%
Johnnycake ES	Southwest Academy	520	97%
Johnnycake ES	Woodlawn MS	16	3%

ES Option 2 Boundary	2018-19 MS Boundary	Total K-5 Live and Attend In	ES Attendance
Edmondson Heights ES	Southwest Academy	523	100%
Johnnycake ES	Southwest Academy	543	97%
Johnnycake ES	Woodlawn MS	16	3%

ES Option 3 Boundary	2018-19 MS Boundary	Total K-5 Live and Attend In	ES Attendance
Edmondson Heights ES	Southwest Academy	526	100%
Johnnycake ES	Southwest Academy	540	97%
Johnnycake ES	Woodlawn MS	16	3%





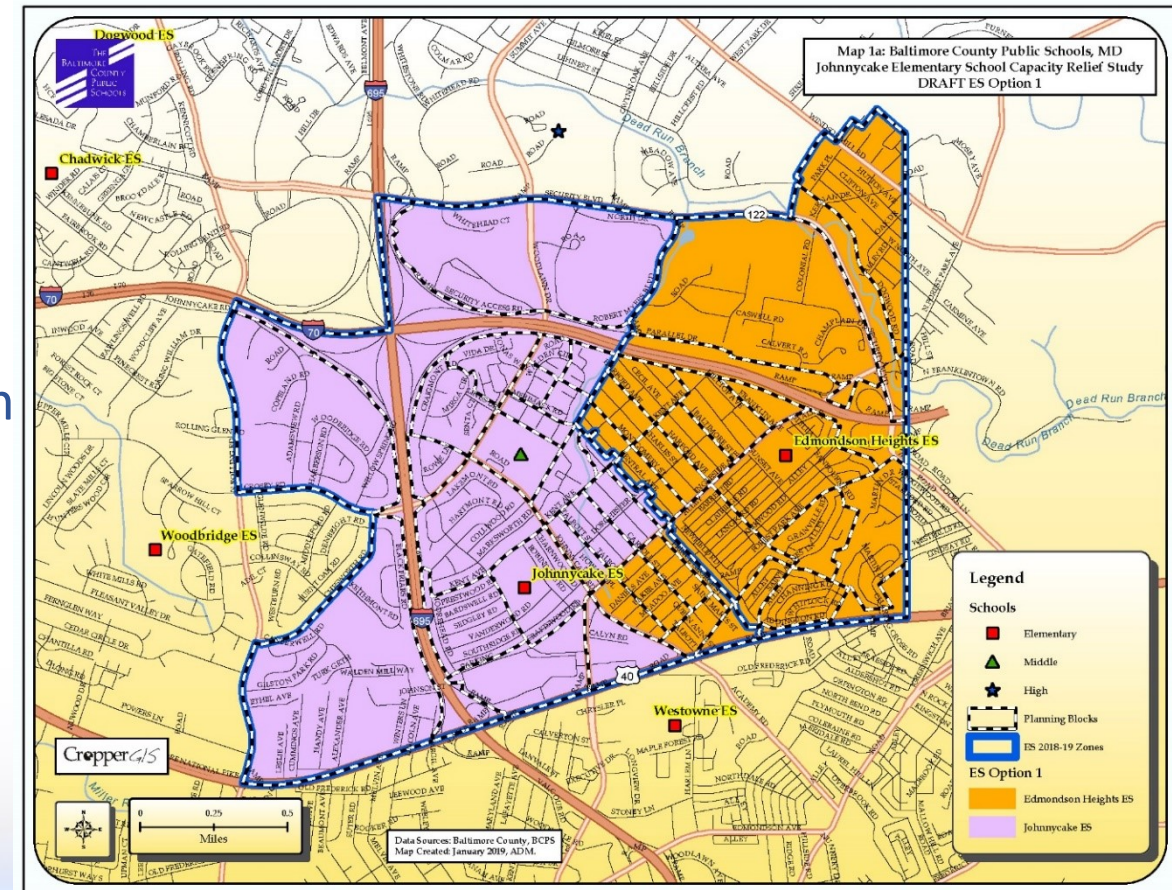
Overview of DRAFT Options, Option 1

Advantages

- Provides the best balance of utilization among the DRAFT Options, without bringing Edmonson Heights ES over 100%.
- Only DRAFT Option that brings Johnnycake ES below 100%
- Walkable area (to both schools) south of Ingleside Rd. is added to Edmonson Heights from Johnnycake, which prevents students from walking across Ingleside Rd. in this impacted area.
- All students moved can still walk to school.

Limitations

- Impacts the most students of all DRAFT Options.



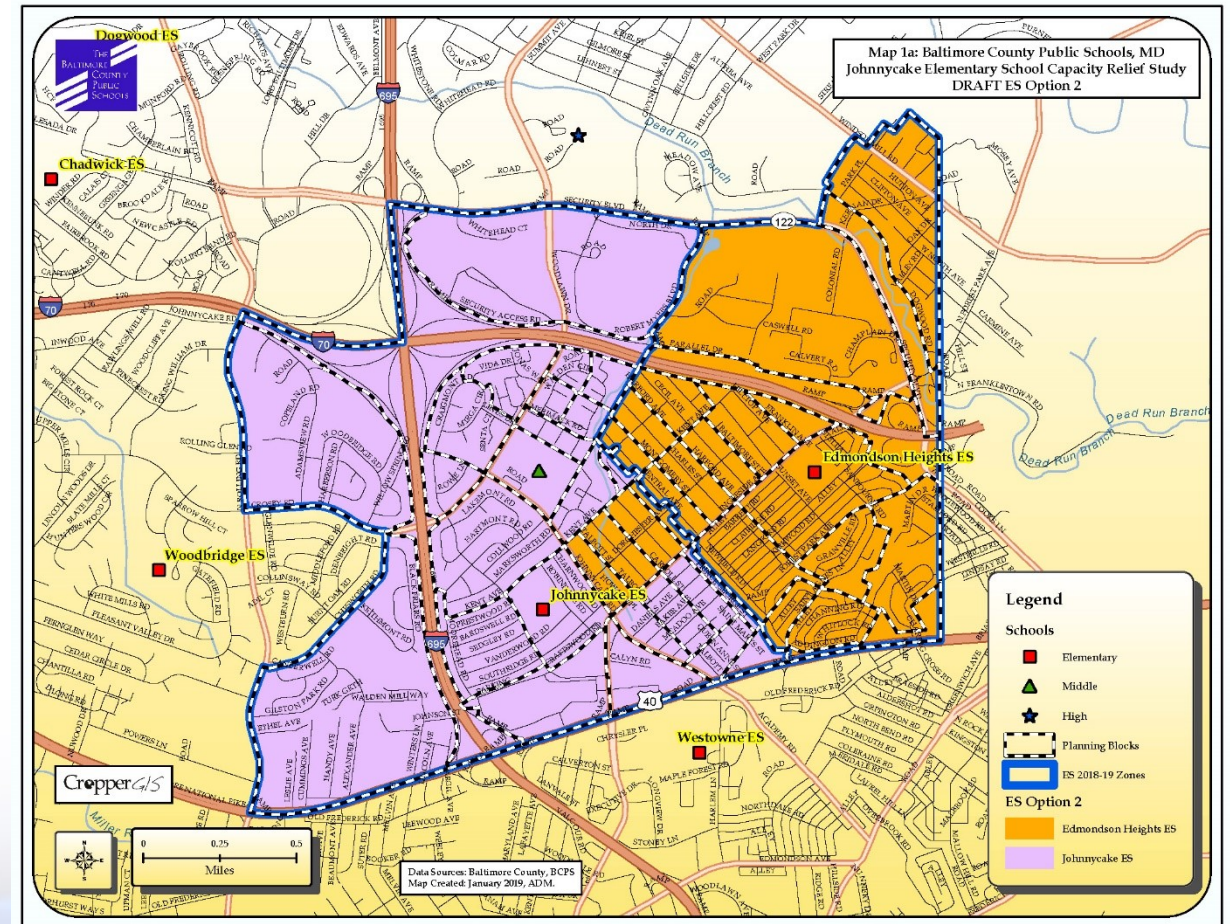
Overview of DRAFT Options, Option 2

Advantages

- Moves the fewest number of students among the 3 DRAFT Options.
- All students who are moved can still walk to school.

Limitations

- Johnnycake ES still over 100%





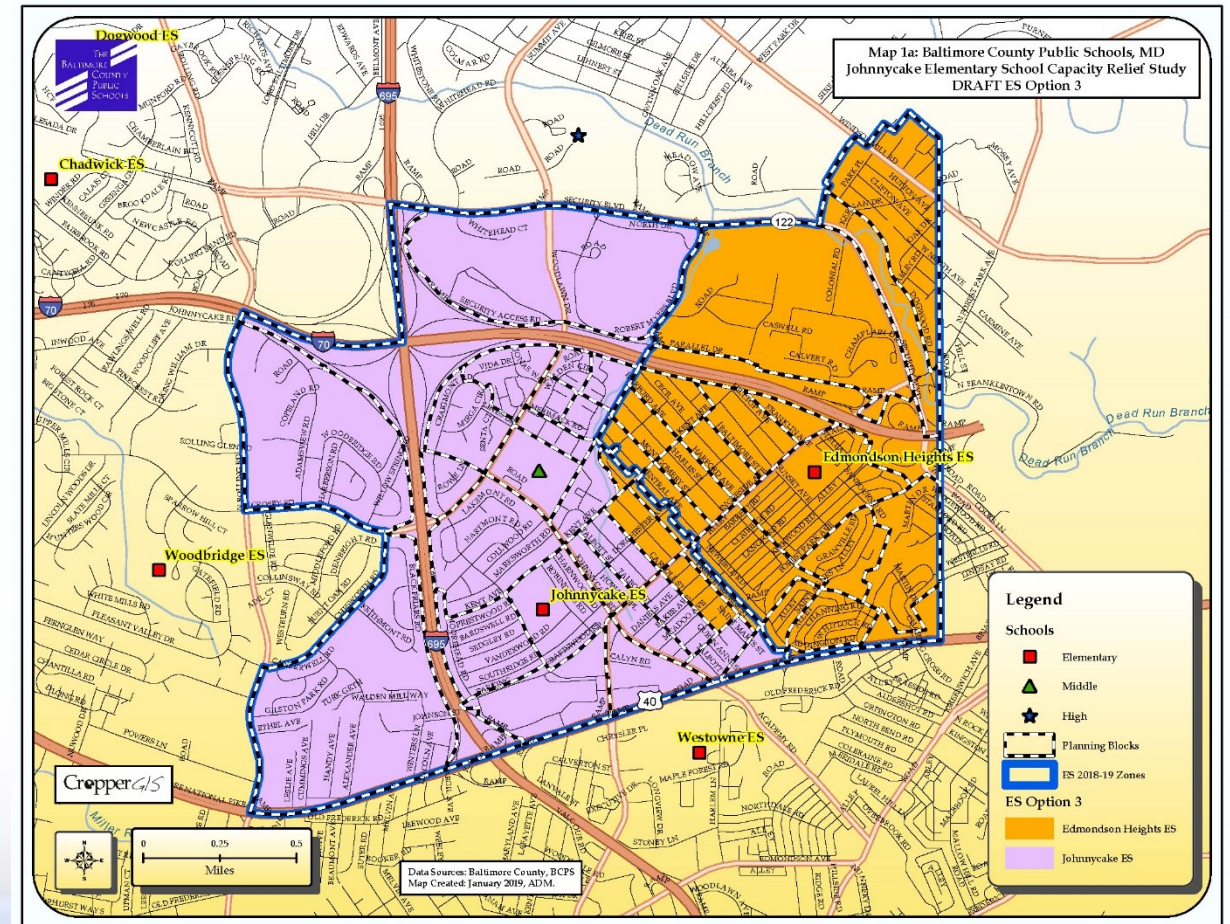
Overview of DRAFT Options, Option 3

Advantages

- Edmonson Heights ES zone moves 2 blocks further south. An advantage?
- Moves 2nd fewest students of the 3 DRAFT Options.
- All students who are moved can still walk to school.

Limitations

- Johnnycake ES still over 100%





Effective Collaboration



Norms and Expectations

- Be inclusive by allowing each group member adequate time and space to voice ideas, opinions, and concerns. Allow for wait time between responses.
- Spend adequate time considering how each proposed change will impact diverse stakeholders.
- Be mindful of the Boundary Study Considerations (Slides 10 and 11) and use each as a guide in the collaborative process.
- If conflict arises, be mindful of tone and body language. Use “I” statements to avoid blame and to clarify points and/or feelings.
- Expect that there may be non-closure.

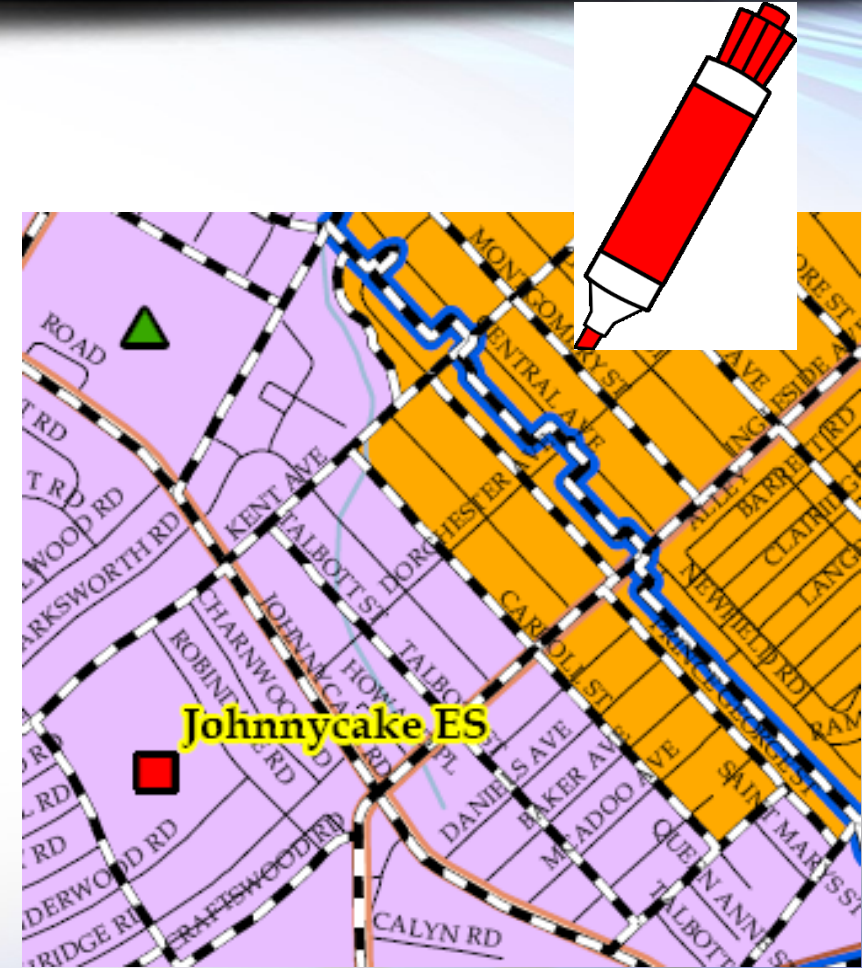




Small Group Activity



- Groups will have 30 minutes to review Draft Options.
- Groups have markers and post-it notes, and are encouraged to write, circle, and highlight any areas on the map they feel need to be addressed.
- After review, there will be a discussion around findings and observations.





Small Group Activity, Roles

Roles and Responsibilities

- Roles and Responsibilities
- *Discussion Guide*- Keep discussion on track, makes sure all voices are included
- *Reporter*- Shares group's findings
- *Scribe*- Records group's discussion
- *Parking lot attendant*- Records unanswered questions



Small Group Activity, Discussion

Group Discussion and Review Maps/Data

Discuss any findings, observations, suggestions, or questions your group may have.

- What are the strengths and limitations of each option?
- Are there any concerns, challenges, or suggested improvements/changes the any option?
- Are there any concerns regarding planning blocks?



Stay Informed – Provide Feedback



- Visit the Boundary Study website:
- Email Board or Committee with Input at: johnnycakereliefstudy@bcps.org
 - Public may email comments to the Boundary Study Committee
 - Comments are logged verbatim to the website for public viewing
- Attend committee meetings
- Attend a Public Information Session on February 27, 2019
- Watch meetings online via BCPS Livestream or on YouTube after the meeting
- Participate in an Online Survey from February 27 – March 13, 2019
- Attend Board of Education public hearing on May 15, 2019





Upcoming Schedule



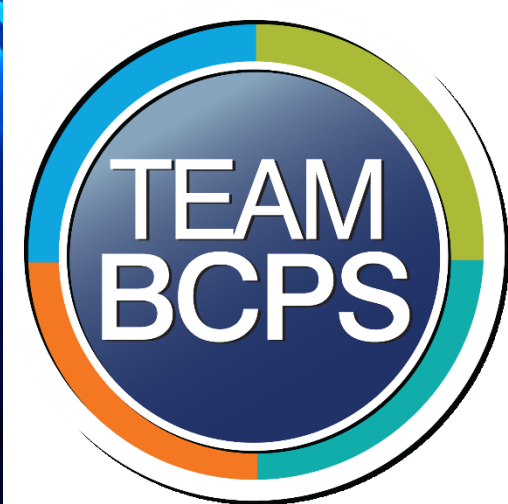
Next Meeting

Wednesday, February 20, 2019

6:00 pm to 8:00 pm

Woodlawn High School Cafeteria





Thank You!

